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ABSTRACT

An evaluation of the first year of the Martin Luther King, Jr., Latin Grammar Magnet Middle School in Kansas City, Missouri, is reported. The program is evaluated in terms of enrollment and program capacity, implementation, perceptions and achievement. Findings indicate that certain instructional goals (i.e., computer application, public speaking, memorization, and required reading) were not being fully implemented, although Latin infusion by all teachers was observed in the classrooms 12 percent of the time. Overall, parents and teachers were satisfied with the magnet but students were slightly less favorable, citing dissatisfaction over uniforms, peer behavior, safety, and lack of challenge. Achievement outcomes were well below district and national norms. Recommendations are offered regarding parental involvement, numerical targets for thematic infusion, compliance with the uniform policy, and improving achievement. The Latin Grammar Contractual Agreement and information on extended day classes and activities are appended, and 14 tables and figures provide supplemental data on achievement, enrollment, and participant attitudes. (LB)

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Formative Evaluation of the King Latin Grammar Magnet Middle School

1990-1991

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August 1991

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Formative Evaluation of the King Latin Grammar Magnet Middle School

1990-1991

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August 1991

Evaluation Office
Desegregation Planning Department
The School District of Kansas City, Missouri

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FORMATIVE EVALUATION
OF THE
MARTIN LUTHER KING, JR., LATIN GRAMMAR
MAGNET MIDDLE SCHOOL

1990-1991

Executive Summary

This formative evaluation of the Martin Luther King, Jr., Latin Grammar Middle Magnet School examined four areas: enrollment and program capacity, implementation, perceptions and achievement. Data for the study were collected through site visits, classroom observations, and interviews with parents and school leadership. Surveys were administered to students, teachers and parents, and district and school records were examined.

There was evidence of progress toward theme-related and achievement goals, significant progress toward court-ordered desegregation goals and less progress toward student satisfaction. Although King Middle Magnet did not achieve its racial composition goals during the first year of implementation, they enrolled 100% of program capacity and increased their non-minority enrollment by 10 percentage points, from 4% in 1989-90 to 14% in 1990-91.

Classroom observations and self-report data support the conclusion that certain instructional goals were not being fully implemented (i.e., computer application, public speaking and memorization and required reading).

Latin infusion by both regular teachers and Latin teachers was observed in the classrooms 12% of the time. Regular classroom teachers have effectively integrated Roman, Greek and ethnic cultures into instruction. Integration of classical cultural and multicultural relationships were reflected in the basic curriculum. Eight Latin teachers provided students with approximately forty-five minutes of Latin instruction daily.

Overall parents and teachers were satisfied with King Middle Magnet, while students were slightly less favorable. Students expressed some dissatisfaction with the wearing of uniforms, peer behavior in the classroom, safety of the school environment and for the lack of challenge to do hard work. Few students thought King was a good school (21%) and a small percent indicated a desire to return to the school. However, school administrators reported that 95% of eligible students were scheduled to return to King this fall.

Achievement outcomes, while reflecting gains over 1990 across all ITBS subtests, were well below both district and national norms, with the exception of seventh grade reading and language and eighth grade math. In addition, sixth grade MMAT average scale scores were above the district average.

As a result of these findings, four recommendations were offered to improve program implementation including increasing parental involvement, establishing numerical targets for thematic infusion, compliance with the uniform policy and improving achievement.

Introduction

The Martin Luther King, Jr., Latin Grammar Middle Magnet School (KLG) was designated a Latin grammar magnet school during the 1990-1991 school year. KLG is the first middle school and the fourth Latin grammar school to be established under the district's magnet school plan.

The *Long-Range Magnet School Plan* (Hale & Levine, 1986) states that schools funded by the desegregation court-order will be evaluated in three year cycles. The first three years of a program will include two years of formative evaluations and end with a summative evaluation. This formative evaluation will be based on guidelines established by the *Long- Range Magnet School Plan* and the *King Latin Grammar Middle Magnet Planning Outline* (1990) developed by the school's site task force. The emphasis for the first year will be on program implementation.

Program Description

The Latin Grammar program, as defined in the *Long-Range Magnet School Plan*, operates in a traditional setting that includes a strong emphasis on discipline and behavior, systematic and rigorous homework policies, and a commitment on the part of staff, students, and parents to the goals and policies of the school.

Special features of the theme include providing mastery of the basic skills areas; a challenging curriculum, including the study of Latin; problem solving and critical thinking skills; writing and composition; and computer literacy.

The successful implementation of the Latin grammar theme requires strong parental support and student commitment. Prior to enrollment, parents and students must sign a contract and agree to adhere to specific criteria regarding student conduct. Students are expected to maintain high levels of academic performance, to exhibit self-discipline in learning and study habits, to observe all rules and policies, and to wear a uniform to school daily. Parents are expected to participate in and support the educational process including: attending parent/teacher conferences and school functions, signing and reviewing homework, ensuring that their child maintains regular and timely attendance, and ensuring that their child is properly attired according to the uniform policy. In order to achieve compliance with the *Long Range Magnet School Plan*, the *King Latin Grammar Middle Magnet School Planning Outline* established the following goals:

1. To provide a structured learning environment that promotes student achievement and effective instruction.

2. To provide students with a challenging instructional curricula that will enhance their intellectual, social, emotional, and physical development.

3. To develop an effective discipline policy by emphasizing personal responsibility, self-discipline, and self-respect.

4. To increase oral and written communication skills through the study of Latin.

5. To provide opportunities for parent and community participation in setting and implementing educational goals for students.

6. To provide an environment which is conducive to improving relations among the diverse and racially mixed student body.

7. To offer the classics as a background for learning basic skills.

8. To integrate the study of Latin and the classics throughout the curriculum.

9. To raise scores on standardized tests to meet or exceed national norms within three years.

Evaluation Design

This evaluation of the KLG focuses upon demographic information concerning the student population served; the extent to which the curriculum offers a strong basic skills program enhanced by the study of Latin; infusion of the magnet theme into regular classroom activities; the perceptions of KLG teachers, students, and parents on the attainment of the school's goals; and the achievement outcomes exhibited by the students of KLG as measured by the district's standardized tests.

This evaluation will consider the following questions:

1. What is the enrollment compared to program capacity? Is the racial balance in compliance with that outlined in the *Long-Range Magnet School Plan*?

2. Does the curriculum stress the special features of the Latin grammar theme: writing and composition, the study of Latin, computer literacy, required reading, problem solving and critical thinking, and the development of self-discipline in learning and study habits? Is the Latin Grammar theme infused into classroom activities?

3. What are the perceptions of GLG teachers, students, and parents regarding program implementation.

4. What are the achievement levels of students as measured by the district's standardized tests?

Program capacity figures presented in this report were utilized by the Admission's Office for the placement of students. Student demographic data were reported for the previous year and the first year of magnet school operation. Enrollment figures used in this evaluation were drawn from the official student membership report prepared by the district's Research Office.

Program implementation goals were measured through site visits, classroom observations, interviews with administrators and a review of school documents. Perception data were collected through telephone interviews, surveys and individual interviews to ascertain how parents, students, teachers, and program administrators felt about the effectiveness of the KLG program.

The Iowa Tests of Basic Skills (ITBS), Missouri Mastery Achievement Test (MMAT) and the Degrees of Reading Power test (DRP) achievement data was obtained in the spring from the district's Testing Office in order to document student achievement. Student scores were compared to district and/or state and national norms.

Results

Enrollment

The Admission's Office places students in magnet schools based upon the school's enrollment goals and program capacity. Table 1 describes the extent to which KLG reached its enrollment goals. Overall, KLG enrolled 100% (682 students) of program capacity (680 students). All grade levels were above the projected program capacity, with the exception of sixth grade which fell short by 13 students (95%). Seventh grade was 11 students above capacity (104%), while eighth grade was four students above (102%).

Table 2 details the racial composition of KLG at each grade. Although non-minority enrollment remained extremely low, KLG made significant progress in its first year of magnet school implementation. In 1990-1991 the overall student population was represented by 86% minority and 14% non-minority students compared to 96% minority and 4% non-minority students in 1989-90. Each grade level increased its non-minority enrollment by 7 to 16

Table 1

Enrollment and Program Capacity
King Latin Grammar Magnet Elementary School
1990 - 1991

Grade	Program [1] Capacity	Actual [2] Enrollment	Difference	Percent of Capacity
6	239	226	-13	95%
7	258	269	11	104%
8	183	187	4	102%
Total	680	682	2	100%

Note: Percentages are rounded to the nearest whole percent.

1 Program capacity figures utilized by the Admission's Office when placing students in magnet programs.

2 Enrollment figures are from *Student Membership, September 26, 1990* (Research Office, 1990).

Table 2

Racial Composition
King Latin Grammar Magnet Middle School
1989 - 1991

Year	Grade							
	6		7		8		Total	
Group	N	%	N	%	N	%	N	%
1989 - 1990 [1]								
Non-Minority	20	6%	5	2%	1	1%	26	4%
Minority	326	94%	199	98%	174	99%	699	96%
Total	346		204		175		725	
Year 1: 1990 - 1991								
Non-Minority	30	13%	32	12%	31	17%	93	14%
Minority	196	87%	237	88%	156	83%	589	86%
Total	226		269		187		682	

Note: Percentages are rounded to the nearest whole percent. Enrollment figures are from *September 27, 1989, Student Membership* (Research Office, 1989) and *September 26, 1990, Student Membership* (Research Office, 1990).

[1] Pre-Magnet Year

students. Court-ordered desegregation goals require a school to achieve an enrollment of 60% minority/40% non-minority at each grade level. To reach court-ordered goals in 1991-92, KLG will be expected to move 2% closer to the 60/40 balance at each grade level.

Implementation

Classroom observations were made to determine the extent to which magnet theme components were infused into the regular classroom. Three types of classrooms were observed weekly for 4 or 7 hour intervals each. Observations were conducted in regular classes, Latin classes and computer labs. A total of 3,616 minutes of classroom observation data were collected from November, 1990, through February, 1991. Percentages of time were computed for the number of minutes each special feature was observed. With the exception of problem solving and critical thinking (PSCT), only one special feature could occur per observation minute. PSCT instruction often overlapped with other special features (i.e., solving a problem using the computer). In these cases, an equivalent number of minutes were recorded in PSCT and the corresponding special feature. Percentages were computed on the frequency based on total observation time. Infusion components were evaluated based on the frequency of each component per classroom visit.

In addition to Latin infusion in the classroom, other components of the theme were considered. Among these were: the contractual agreement (parental involvement, reviewing and signing homework, wearing uniforms and attendance); special features of the Latin Grammar magnet schools (the study of Latin, computer literacy, public speaking and memorization, required reading, writing and composition); and infusion components (self-discipline, displays, and cultural relationships).

Contractual Agreement. The success of the Latin grammar theme is linked to strong parental commitment and participation in the educational process. Prior to admission to KLG, parents and students must sign a contractual agreement to abide by the rules and policies of the school. Among these rules and policies are: 1) to attend at least one parent-teacher conference and several school functions; 2) to review and sign homework assignments; 3) to ensure that their child wears a uniform to school daily; 4) to ensure regular and timely attendance; 5) to reimburse the school for books, uniforms or other school property lost or damaged. (See Appendix A).

Parental Involvement. The KLG administration maintains sign-in sheets to document parental participation in Parent/Teacher Conferences. A review of these records indicated

that 176 (26%) parents during the first semester, and 144 (21%) parents, in the second semester, participated in parent/teacher conferences. Similarly, attendance at Open House was recorded at 151 (22%).

Review and Sign Homework. One method of ensuring active involvement of parents is the contractual agreement to sign and review homework. KLG has a policy of assigning homework four days per week. Although 79% of all parents were involved to some degree with homework, there were differences in the frequency of their support. When asked how often they reviewed and signed homework, 7% of parents reviewed and signed homework on a daily basis, while 63% did so "sometimes" (see Table 4, item 22). Slightly more parents indicated they helped their child with homework (item 21, 88%). Of these parents, 13% helped their child every day and the majority helped sometimes (63%). During the observations made at KLG, randomly selected homework assignments were reviewed to determine the number signed by parents. Of the 362 pieces reviewed, only 69 (19%) bore signatures of parents (See Table 3).

Uniforms. Students at KLG were required to wear uniforms to school every day. According to the *Long-Range Magnet School Plan,* the district will provide uniforms to be worn at the Latin Grammar magnet schools. The wearing of uniforms was a part of the classroom observation at KLG. Of the 1,302 students observed (some students were seen more than once on different days), 1,238 (95%) were in uniform and only one student was observed without the prescribed uniform (See Table 3).

While the return or reimbursement of uniforms was not a major concern at KLG, end of year reports were extremely low. At the beginning of the school year, each child is provided two uniforms which cost approximately $80 each. Additional uniforms may be purchased by the parent. Parents sign a contractual agreement to ensure that their child wears a uniform, and to reimburse the district for property lost or damaged. At the end of the second semester, school administrators estimated the following property was not returned: 55 sweaters; 48 blouses; 61 shirts; 38 pants; 35 jumpers; and 195 ties. According to school officials, uniforms were not returned due to attrition, misplacement or damage. Of the uniforms that were returned, school administrators estimated that 55% were not reusable. Based on these estimates, parents reimbursed the school for damaged or lost uniforms at the rate of 1%.

Attendance. Parents also agreed to send their child to school on a regular and timely basis. The most recent attendance data for KLG indicated that the year prior becoming a magnet

Table 3

King Latin Grammar Magnet Elementary School
Classroom Observations of Infusion Components
1990 - 1991

Area Observed Infusion Components	N	%
Uniforms		
Number in Uniforms	1238	95%
Number in Partial Uniforms	63	5%
Number without Uniforms	1	.2%
Total Number of Students Observed	1302	100%
Discipline		
Major Incidents	2	1%
Minor Incidents	136	99%
No Discipline	----	-----
Total Observations	138	100%
Homework		
Number Signed	69	19%
Number Without Signature	293	81%
Total Submitted	362	100%
Cultural Relationships		
Classical Cultural	27	26%
Multi-Cultural	27	10%
Displays		
Other Cultures	27	48%
Latin Language	27	87%
Language Development	27	16%

Note: Percentages are based on the frequency of each component and are rounded to the nearest whole percent; 27 classroom visits, K-5 grades.

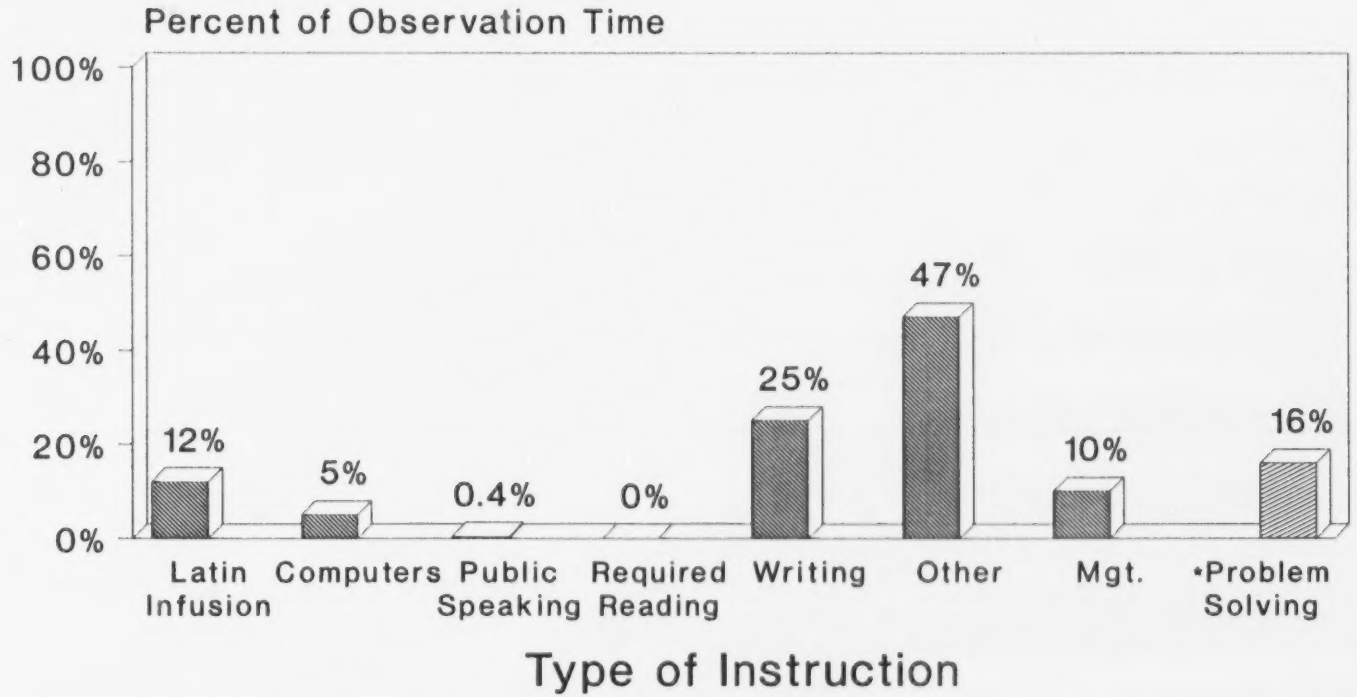
school, they performed similar to the district middle school average. According to the *School Profiles 1989-90* (Research Office, 1990) report, during the 1989-90 school year, an attendance record of 86% was recorded for KLG while the district average was 88%. The data shows that on the average, 14% of KLG students were absent per day.

Special Features. Special features of the Latin Grammar magnet schools include an emphasis on: mastery learning; the study of Latin; computer literac, public speaking and memorization; required reading; writing and composition; problem solving and critical thinking; and the development of learning and study habits. Mastery learning teaching strategies were implemented for the first time during the fall 1991 school year and will be evaluated in 1992. Figure 1 shows the percentage of time spent on each of the following special features.

Figure 1

King Latin Grammar Magnet

Class Observation of Special Features



•Problem Solving skills usually overlaps other instructional strategies
Total time = 3616 minutes, 1990-1991

Other types of instruction were not the focus of this evaluation. However, for classroom observation purposes, other was defined as, any type of instruction not listed as a special feature (i.e., whole class lecture, audio visual presentation, etc.). Other instruction was observed 47% of the time.

Latin. The mission statement of KLG identifies the study of Latin and the classics as an integral part of the basic curriculum. Latin infusion included teaching abbreviations, affixes, phrases, quotes, expressions, Latin roots/derivations and Latin words/terms. In order to infuse Latin into the curriculum, KLG had eight Latin teachers on staff. Students received approximately forty-five minutes of Latin instruction daily, as well as exposure to Latin and classical studies in regular classroom activities. Latin infusion by both regular and Latin teacher was observed in the classrooms 12% of the time.

Computers. As described in the *Long-Range Magnet School Plan*, there are to be four computers for each classroom and a computer lab with thirty-six computers. KLG achieved the classroom computer goal and their computer lab was equipped with 60 computers. During classroom observations, students were using computers 5% of the time.

Public Speaking. Public speaking and memorization is verbal feedback by a group or individual of an assigned piece or written material, such as, verses, poems, phrases, and songs. This component was observed less than one percent (.4%) of the time. It must be noted that KLG hosted the annual Olympics of the Mind competition in June. According to teachers and task force members, most emphasis was placed on public speaking and memorization between March and June, however classroom observations ended in February.

Required Reading. A required reading list was distributed to students during the fall semester and each teacher maintained most of these books in a designated area in the classroom. Instruction related to required reading was not in evidence during classroom observations.

Writing and Composition. Any activity requiring the use of pen or pencil and paper to express feelings, thoughts, events, or produce words was recorded in this component. Writing and composition was observed 25% of the time.

Classroom Management. Included in this component are all non-teaching activities, such as taking attendance, keeping records, reviewing or passing out papers, taking lunch counts, and office interruptions. Evidence of classroom management was observed 10% of the time.

Problem Solving and Critical Thinking (PSCT). Instruction designed to provide students an opportunity to master higher level thinking skills was recorded (i.e., defining, evaluating, identifying, explaining, predicting, providing feedback). Across all types of instruction, PSCT was evident 16% of the time.

Infusion Components. In an attempt to explain infusion, the Latin Grammar District Task Force developed the following *Latin Grammar Infusion Statement* (1990):

> ...infusion can be defined as the planned implementation of strict discipline policies, homework policies, and parental participation models. Also included is the study of Latin and/or Spanish, as well as the integrated study of the interrelationship of languages in the regular classrooms. In addition, the core curriculum is enhanced through the infusion of content and activities derived from Roman culture and various civilizations.

Latin infusion components, collected through classroom observations were reported in terms of percentages and frequency (see Table 3). Data related to discipline and homework were presented in the Contractual Agreement section of this report.

Displays. Regular classroom teachers were not expected to teach Latin language, however, there was to be infusion of various cultures as well as other components, such as displays. In every visit, illustrations of Roman and classical Greek culture were evident school-wide. During the observation period (November, 1990 through February, 1991), evidence of Latin language displays were noted in 87% of the classrooms; language development was found in 16% of classrooms; and displays of other cultures were found in 48% of the classrooms.

Cultural Relationships. The integration of two types of cultural relationships was an integral part of the basic curriculum. Classical relationships involves the study of ancient Roman and Greek civilizations, while multicultural relationships relates to ethnic holidays, customs, traditions and personalities. The integration of classical cultural instruction was evident 26% of the time, while multicultural relationships was evident during 10% of the instructional time.

Perceptions

To determine the effectiveness of program implementation, perception data were gathered from teachers, students and parents. The surveys contained items concerning school climate, goal attainment, support, and overall implementation of the magnet theme. Percentages were computed for the number of respondents to each item. Open-ended comments were grouped in general categories and distributed to school administrators.

Table 4

Parent Perceptions
King Latin Grammar Magnet Middle School
Spring 1991

	Statement	Responses	1991 (N)	1991 %
1.	The way students are chosen for the magnet school is fair?	Agree Disagree	(101) (48)	68% 32%
2.	My child's application to King Latin Grammar was handled in a reasonable amount of time.	Agree Disagree	(129) (20)	87% 13%
3.	The transportation of my child to and from King Latin Grammar is done in a reasonable amount of time.	Agree Disagree	(107) (36)	75% 25%
4.	The transportation of my child to and from King Latin Grammar is safe.	Agree Disagree	(136) (7)	95% 5%
5.	Communication from King Latin Grammar has been helpful and understandable to me.	Agree Disagree	(147) -----	100% -----
6.	My participation at King Latin Grammar is encouraged.	Agree Disagree	(148) (1)	99% 1%
7.	Overall, I am satisfied with the teachers at King Latin Grammar.	Agree Disagree	(131) (18)	88% 12%
8.	Overall, I am satisfied with the administration at King Latin Grammar.	Agree Disagree	(134) (14)	91% 10%
9.	I believe King Latin Grammar is kept clean and in good repair.	Agree Disagree	(145) (14)	99% 2%
10.	I would recommend King Latin Grammar to other parents.	Agree Disagree	(115) (34)	77% 23%
11.	I am satisfied with my child's progress in basic skills areas.	Agree Disagree	(130) (18)	88% 12%
12.	I am satisfied with my child's progress in Latin classes.	Agree Disagree	(116) (29)	80% 20%
13.	Overall, my child feels good about the education she/he is receiving at King Latin Grammar.	Agree Disagree	(131) (18)	88% 12%
14.	I believe that King Latin Grammar offers a quality education to all students.	Agree Disagree	(133) (15)	90% 11%

Table 4 (continued)

Parent Perceptions
King Latin Grammar Magnet Middle School
Spring 1991

Statement		Responses	1991 (N)	1991 %
15.	My child attends Extended Day classes.	Agree	(32)	23%
		Disagree	(109)	77%
16.	I believe Extended Day Program gives proper supervision to students.	Agree	(31)	100%
		Disagree	-----	-----
17.	I believe the Extended Day Program gives enough emphasis to academic activities.	Agree	(30)	97%
		Disagree	(1)	3%
*18.	What are the reason/s your child attends the Extended Day Program?	Parent/guardian work	(2)	7%
		Child needs help	(29)	8%
		Enrichment is provided	(61)	19%
		Other	(23)	7%
19.	Overall, I am satisfied with the Extended Day Program at King Latin Grammar.	Agree	(32)	100%
		Disagree	-----	-----
20.	I feel the contractual obligations at King Latin Grammar are fair.	Agree	(144)	97%
		Disagree	(4)	3%
21.	I help my child with homework.	Everyday	(20)	13%
		2 - 3 times/week	(39)	26%
		Sometimes	(74)	49%
		Never	(19)	13%
22.	I review and sign my child's homework.	Everyday	(10)	7%
		2 - 3 times/week	(14)	9%
		Sometimes	(95)	63%
		Never	(33)	22%
23.	I believe King Latin Grammar provides a highly disciplined and structured school environment.	Agree	(109)	74%
		Disagree	(39)	26%
24.	I believe my child is acting in a more disciplined way at school since attending King Latin Grammar.	Agree	(87)	59%
		Disagree	(61)	41%
25.	My child enjoys wearing a uniform to King Latin Grammar everyday.	Agree	(96)	64%
		Disagree	(53)	36%
26.	I attend SAC/PT meetings.	Often	(18)	12%
		Sometimes	(59)	39%
		Never	(56)	37%
		Once/year	(19)	19%
27.	I attended the last Open House at King Latin Grammar.	Agree	(75)	50%
		Disagree	(74)	50%
28.	I attended the last Parent/Teacher Conference at King Latin Grammar.	Agree	(110)	74%
		Disagree	(38)	26%

Table 4 (continued)

Parent Perceptions
King Latin Grammar Magnet Middle School
Spring 1991

Statement		Responses	1991 (N)	1991 %
29.	I have met with my child's teacher this year.	Agree	(140)	94%
		Disagree	(9)	6%
30.	Overall, I am satisfied with King Latin Grammar	Agree	(119)	80%
		Disagree	(30)	20%
31.	I plan to send my child to King Latin Grammar next school year.	Agree	(88)	73%
		Disagree	32)	27%

Note: Percentages are rounded to the nearest whole percent. Results are based on a 25% random sample of King Latin Grammar paents, 1991, N = 149.

• Parents could respond to more than one category, therefore percentages may exceed 100%.

Parent Perception. A random sample of 24% of the parents (N= 149) was interviewed by telephone in the spring. Table 4 outlines the perceptions of parents reported in the first year of implementation.

In response to questions about the way students were selected for magnet schools (item 1) and if their child's application was handled in a reasonable amount of time (item 2) the majority of parents were positive. Parents were less satisfied with the selection process (68%) and more satisfied with the application process (87%). Parents indicated that transportation to and from KLG was done in a reasonable amount of time (item 3, 75%) and transportation to and from school was considered safe by 95% of parents (item 4).

Perceptions were positive regarding school communications and overall satisfaction. All parents indicated that communications from school staff were helpful and understandable (item 5, 100%) and a majority believed that their participation at KLG was encouraged (item 6, 99%). Parents were satisfied with teachers (item 7, 88%) and slightly more satisfied with the administration (item 8, 91%). It was the belief of parents that the school was kept clean and in good repair (item 9, 99%) and most parents said they would recommend KLG to other parents (item 10, 77%).

Regarding the academic progress of their child (items 11), parents indicated satisfaction with the progress their child had made in basic skills (88%) and slightly fewer were satisfied with the progress of their child in Latin classes (80%). Overall, parents reported that their

child felt good about their education (item 13, 88%) and most parents believed KLG offered a quality education to all students (item 14, 90%).

Most parents were fairly positive regarding the obligations of the contractual agreement with the majority agreeing that the contractual obligation was fair (item 20, 97%). A majority of parents believed that KLG provided a disciplined and structured school environment (item 23, 74%) and 60% believed that their child was acting in a more disciplined way at school (item 24). More than half of the parents felt their child enjoyed wearing a uniform to school (item 12; 64%). This perception was not supported by students.

According to parents, parental involvement at KLG appears to be high (items 26 to 29). While, 70% of parents indicated that they had attended a School Advisory Council or Parent Teacher Association (SAC/PTA) meetings (from once per year to sometimes), half attended the last Open House (50%), 74% attended the last parent/teacher conference and 94% indicated they had met with their child's teacher. This perception is not consistent with school attendance records which revealed lower attendance by parents at school functions.

Lastly, parents indicated overall satisfaction with KLG (item 30, 80%) and planned to send their child to KLG next school year (item 31, 90%).

Information about how parents learned about the magnet program, why they chose the school for their child and what they thought of the magnet application process are contained in Table 4-A and Table 4-B. Table 4-A shows that the largest percentage of parents learned about the KLG through the school district brochure (85%), while a smaller percentage learned from their child (24%) and from a friend (12%). The reasons parents chose KLG is outlined in Table 4-B. A majority of parents chose KLG because they liked the magnet theme (58%), their child attended the school last year (34%) and it was a neighborhood school (30%). Of the parents who gave other reasons for choosing KLG, the majority mentioned the Extended Day Program.

Teacher Perception. Surveys were administered to the staff of KLG during the first and second semester. Table 5 presents a summary of teacher responses. For discussion purposes, four broad areas of program implementation were examined.

1. School climate and satisfaction;
2. Staff development;
3. Administrative support; and
4. Thematic emphasis.

Table 4-A

Ways Parents Learned About
The King Latin Grammar
Magnet Middle School
(N = 149)

Ways	Percentage
Newspaper	9%
Radio	3%
TV	6%
Child	24%
Friend	12%
School district brochure	85%
Other sources	7%

Note: Percentages are rounded to the nearest whole percent. Parents could respond positively to more than one category, therefore percentages may exceed 100%.

Table 4-B

Reasons Parents Chose
The King Latin Grammar Magnet Middle School
(N = 149)

Reasons	Percentage
Liked the magnet theme	58%
Neighborhood school	30%
Attended last year	34%
Other children in this school	13%
Other reasons*	26%

Note: Percentages are rounded to the nearest whole percent. Parents could respond positively to more than one category, therefore percentages may exceed 100%.

* Extended Day Program

Table 5

Teacher Perceptions
King Latin Grammar Magnet Middle School
1990 - 1991

Statement	Responses	N	%
1. I enjoy teaching at King Latin Grammar.	Agree	44	98%
	Disagree	1	2%
2. I feel the climate (relations, attitudes, feelings, tone, etc.) of the school contributes to implementation of the theme.	Agree	43	96%
	Disagree	2	4%
*3. I understand the goals and objectives for Latin Grammar Magnet Schools identified in the 1986 *Long Range Magnet School Plan*.	Agree	50	86%
	Disagree	5	9%
	No Opinion	3	5%
*4. Which of the following statements best describes your teaching situation?			
a. Chose to remain and teach at King because of theme;		39	67%
b. Chose to transfer and teach at King because of theme;		4	7%
c. Remained at King due to convenience, seniority, etc.		3	5%
d. Tried unsuccessfully to transfer from King		2	3%
e. Involuntary transfer or assignment to King		2	3%
f. Other;		6	10%
g. No opinion.		2	3%
5. I find the activities covered in staff development/in-service sessions at King Latin Grammar help me in the classroom.	Agree	45	100%
	Disagree		
6. I attended the district Latin Grammar in-service training held prior to the opening of school.	Agree	43	74%
	Disagree	14	24%
	No Opinion	1	2%
7. The study of Latin has improved most of my students' academic achievement.	Agree	31	71%
	Disagree	13	30%
8. Students in my classes are making good academic progress because of the Latin Grammar theme.	Agree	31	72%
	Disagree	12	28%
9. I have sufficient teaching materials and resources to teach the district's core curriculum.	Agree	41	93%
	Disagree	3	7%
10. I have sufficient supplemental materials and supplies to teach the Latin Grammar theme.	Agree	42	93%
	Disagree	3	7%
11. The building administration has provided the support I need to successfully implement the Latin Grammar theme.	Agree	45	100%
	Disagree		
*12. The academic support services (counselors, office staff, etc.) have provided the support I need to conduct my classes.	Agree	50	86%
	Disagree	7	12%
	No Opinion	1	2%
*13. The physical plant support services (maintenance, janitorial, etc.) have provided the support I need to conduct my classes.	Agree	55	95%
	Disagree	3	5%
	No Opinion	-----	-----
14. I believe students are appropriately placed in my school.	Agree	26	58%
	Disagree	19	42%

Table 5 (continued)

Teacher Perceptions
King Latin Grammar Magnet Middle School
1990 - 1991

Statement		Responses	N	%
15.	I had the necessary textbooks to begin the school year.	Agree	51	88%
		Disagree	6	10%
		No Opinion	1	2%
16.	I believe King Latin Grammar has a highly disciplined and structured environment.	Agree	26	59%
		Disagree	18	41%
17.	My students appear to perform well in regards to homework and study habits.	Agree	23	51%
		Disagree	22	49%
18.	Most parents are maintaining the contractual agreement concerning the reviewing and signing of students' homework.	Agree	17	40%
		Disagree	26	60%
19.	I have met with most parents per the contractual agreement.	Agree	29	71%
		Disagree	12	29%
20.	I believe most parents are involved in the school.	Agree	19	46%
		Disagree	22	54%
*21.	Students are committed to wearing uniforms to school.	Agree	37	64%
		Disagree	20	35%
		No Opinion	1	2%
*22.	I have been able to infuse the Latin Grammar theme into the basic curricula of the district.	Agree	50	86%
		Disagree	3	5%
		No Opinion	5	7%
23.	Which basic curriculum area is the most difficult for you to infuse the Latin Grammar theme?			
	a. Social Studies;		11	39%
	b. Science;		2	7%
	c. Mathematics;		8	29%
	d. Language Arts (including English and Reading);		3	11%
	e. Other;		4	14%
	f. No opinion			
*24.	Students in my class have had sufficient opportunities to use computers to facilitate learning.	Agree	38	66%
		Disagree	20	35%
*25.	The Latin Grammar teacher and I work well together to implement the Latin Grammar theme.	Agree	38	66%
		Disagree	12	21%
		No Opinion	8	14%
*26.	Which special emphasis of the Latin Grammar theme is the most difficult to implement?			
	a. Writing:		8	14%
	b. Required reading:		14	24%
	c. Public Speaking;		5	9%
	d. Memorization;		15	26%
	e. Problem solving and critical thinking skills.		16	28%
	f. Computer literacy;		7	12%
	g. Self-discipline.		25	43%

Table 5 (continued)

Teacher Perceptions
King Latin Grammar Magnet Middle School
1990 - 1991

Statement	Responses	N	%
**27. Which of the following describes my contact with most parents?			
a. Met during Open House;		25	63%
b. Telephone conference;		31	78%
c. Correspondence (sent or mailed home);		25	63%
d. Parent/teacher conference;		27	71%
e. SAC/PTA;		6	20%
f. Task Force.		7	27%
*28. I believe the Latin Grammar theme has improved desegregation at my school.	Agree	44	76%
	Disagree	12	21%
	No Opinion	2	3%
29. Overall, I feel my school is accomplishing its goals and objectives identified in the King school site plan.	Agree	39	93%
	Disagree	3	7%

Note: Percentages are rounded to the nearest whole percent. 1991, N = 45

* Question asked in the fall only. (1990, N = 58)

** Teachers could respond to more than one category, therefore, percentage may exceed 100%.

School climate and satisfaction. Teacher perceptions about school climate and satisfaction were positive. As noted in Table 5, the majority of teachers: enjoyed teaching at KLG (item 1, 98%); felt the school climate was good (item 2, 96%); understood the goals and objectives (item 3, 86%); and taught at KLG or transferred to KLG because of the theme (items 4a and 4b; 67% and 7% respectively).

Staff development. Teachers in Latin grammar schools are required by the district to attend 80 hours of theme-related training. This training was designed to help teachers infuse the theme into the basic curriculum. Teachers felt that the training was helpful (item 5; 100%) and most teachers attended staff development sessions held prior to opening of school (item 6; 74%).

In response to questions about infusion, 86% of teachers indicated they had infused Latin into the basic curriculum (item 22). Teachers felt that social studies (item 23; 39%) was the most difficult basic subject to infuse, while the most difficult special emphasis areas to infuse (item 24) were self-discipline (43%), followed by problem solving and critical thinking skills (28%), memorization (26%), and required reading (24%).

Administrative support. Teachers were asked about their perceptions of the support they had received from building and district level administration. Overall, all teachers indicated that they had the support they needed from building level administration (item 11; 100%) while a majority received support from academic support services (item 12; 86%) and from physical plant services (item 13; 95%). In addition, the majority of teachers said they had sufficient teaching materials and resources to teach the district's core curriculum (item 9; 93%), supplemental materials to teach the Latin theme (item 10, 93%) and similarly, most teachers had the necessary textbooks to begin the school year (item 15, 88%).

Thematic emphasis. Teachers responded positively regarding the influence of the theme on achievement (items 7, 8, and 14). Most teachers believed that the study of Latin had improved their students' academic achievement (72%); that students were making good academic progress because of the theme (72%); and greater than half of the teachers believed that students were appropriately placed in their school (58%).

Another related measure of thematic emphasis was the school environment and the homework policy (items 16, 17, and 18). Greater than half of the teachers believed that KLG had a highly disciplined and structured environment (59%) and that students performed well regarding homework and study habits (51%). Fewer teachers indicated that parents were maintaining the contractual agreement concerning the reviewing and signing of homework (40%).

Teacher perceptions about parental commitment to the contractual agreement received contrasting marks (items 19 and 20). Although 71% of the teachers have met with parents per the contractual agreement, only 46% of the teachers believed that parents were involved in the school. Teachers described their contact with parents as follows: met during Open House (63%); telephone conference (78%); correspondence (63%); parent/teacher conference (71%); SAC/PTA (20%); and Task Force meetings (27%). In another related contractual issue, somewhat more than half of the teachers reported that students are committed to wearing uniforms (item 21, 64%).

Teachers were fairly positive regarding the infusion of Latin Grammar special features (items 24 and 25). Most teachers indicated that students had sufficient opportunities to use computers (66%) and that the Latin grammar teachers worked with regular teachers to implement the theme (66%).

Lastly, most teachers believed the theme had improved desegregation (item 28, 76%) and that KLG was accomplishing its goals and objectives (item 29, 93%).

Student Perceptions. Approximately one-third of the students (N= 191) at grades six through eight were randomly sampled to receive a student survey. As can be seen in Table 6, student preference for wearing uniforms and for rules was low (items 1, 2). Only 1% of students stated they enjoyed wearing uniforms everyday to school. When asked if they thought the rules at KLG were too strict, 70% agreed. However, only 13% of students thought their peers were well-behaved in class (item 3).

A related area of contractual obligation for parents and students is homework (items 4, 5 and 6). Few students indicated they liked doing homework assignments (23%). According to students, 51% of their parents regularly checked and signed homework and 68% of their parents regularly helped with homework. The perceptions of students are not consistent with observation data.

Student perceptions of their grades were moderately high (item 7). However, theme-related subjects received slightly lower marks (items 8 and 9). Among the students, 77% indicated that their grades had improved this year. Half of the students believed they were learning about Latin, while only 20% thought Latin was interesting.

In the Latin grammar curriculum, a great deal of emphasis is placed on the development of classical and multicultural relationships. In response to questions about cultural relationships (items 10 and 11), 40% of students said they were learning about life in Rome and Italy and 35% of students were learning about different ethnic groups. Another special feature of the Latin grammar curriculum is computer literacy (item 12). Fifty-five percent of the students indicated they used computers in their classroom.

Students were mostly satisfied with their teachers (item 13; 65%) but only 31% felt that of their teachers challenged them to work hard. In regard to the physical environment of the school (items 15 and 16), 67% of students thought the school was clean; and only 33% thought the school was safe. Perceptions about school transportation were low (items 17 and 18). Among the 13% of students who rode the school bus or taxi, 80% thought it took too long to get to and from school.

Although parents and students mostly felt satisfied with teachers, only 27% of the students felt they were allowed additional time to make up homework (item 19%). Slightly more felt they received help from teachers when they had problems with school work (item 23; 41%).

Table 6
Student Perceptions
King Latin Grammar Magnet Middle School
Spring 1991

Statement		Responses	1991 (N)	1991 %
1.	I enjoy wearing uniforms everyday to school.	Yes	(2)	1%
		No	(180)	94%
		Don't Know	(9)	5%
2.	I think the rules at King are too strict.	Yes	(132)	70%
		No	(28)	15%
		Don't Know	(29)	15%
3.	I think students are well-behaved in my classes.	Yes	(24)	13%
		No	(126)	66%
		Don't Know	(40)	21%
4.	I like doing homework assignments my teachers give me.	Yes	(44)	23%
		No	(112)	59%
		Don't Know	(35)	18%
5.	My parents regularly check and sign my homework..	Yes	(96)	51%
		No	(78)	41%
		Don't Know	(16)	8%
6.	My parents regularly help me with my homework.	Yes	(128)	68%
		No	(53)	28%
		Don't Know	(8)	4%
7	My grades have improved this year.	Yes	(147)	77%
		No	(16)	8%
		Don't Know	(27)	14%
8	I am learning a lot of Latin this year.	Yes	(95)	50%
		No	(66)	35%
		Don't Know	(28)	15%
9.	I think Latin is interesting.	Yes	(38)	20%
		No	(123)	64%
		Don't Know	(30)	16%
10.	I am learning a lot about life in Rome and Italy.	Yes	(76)	40%
		No	(92)	48%
		Don't Know	(22)	12%
11.	I am learning a lot about different ethnic groups (for example, American Indians or African Americans).	Yes	(67)	35%
		No	(99)	52%
		Don't Know	(23)	12%
12.	I am using the computer in my classroom.	Yes	(34)	55%
		No	(24)	39%
		Don't Know	(4)	7%

Table 6 (continued)
Student Perceptions
King Latin Grammar Magnet Middle School
Spring 1991

Statement		Responses	1991 (N)	1991 %
13.	I like my teachers at King	Yes	(120)	65%
		No	(59)	32%
		Don't Know	(6)	3%
14.	My teachers challenge me to work hard.	Yes	(60)	31%
		No	(83)	44%
		Don't Know	(48)	25%
15.	I think this is a clean school.	Yes	(126)	67%
		No	(42)	22%
		Don't Know	(20)	11%
16.	I think my school is safe.	Yes	(62)	33%
		No	(97)	51%
		Don't Know	(31)	16%
17.	I ride the school bus or taxi to and from school everyday.	Yes	(25)	13%
		No	(107)	57%
		Don't Know	(57)	30%
*18.	I think it takes too long to get to and from school everyday riding the school bus or taxi.	Yes	(20)	80%
		No	(4)	16%
		Don't Know	(1)	4%
*19.	If I receive a failing grade (for example, a "D" or "N"), I am allowed additional time to make up homework.	Yes	(50)	27%
		No	(109)	58%
		Don't Know	(28)	15%
20.	I attend the before or after school program at King.	Yes	(15)	52%
		No	(12)	41%
		Don't Know	(2)	7%
*21.	I participate in the before or after school program because it helps me learn more and improve my grades.	Yes	(10)	77%
		No	(2)	15%
		Don't Know	(1)	8%
*22.	I attend the before or after school program because of the extracurricular and fun activities.	Yes	(2)	25%
		No	(5)	63%
		Don't Know	(1)	13%
23.	If I have problems with my school work, I can get help from my teachers.	Yes	(76)	41%
		No	(96)	52%
		Don't Know	(13)	7%

Table 6 (continued)
Student Perceptions
King Latin Grammar Magnet Middle School
Spring 1991

Statement		Responses	1991 (N)	1991 %
24.	Overall, I think this is a good school.	Yes	(39)	21%
		No	(63)	34%
		Don't Know	(85)	46%
*25.	I plan to come back to King next year.	Yes	(7)	28%
		No	(7)	28%
		Don't Know	(11)	44%

Note: Percentages are rounded to the nearest whole percent. Based on a 25% random sample across all grade levels. 1991, N = 191.

* Responses only from students who use these services or will be eligible for the next grade level in this school.

This perception may be a concern to school administrators because mastery learning strategies were implemented for the first time during the 1990-91 school year. However, classroom observations of this component will not be undertaken until the 1991-92 school year.

Overall, students rated KLG moderately in most cases. It was interesting to note that 21% of students thought KLG was a good school (item 24), and 28% indicated a desire to return to KLG next year (item 25).

Extended Day Program

Of the fifteen classes offered through the after school program at KLG, 47% were designed for academic enrichment and 53% were extracurricular (Appendix B). Classes were conducted Tuesday through Thursday from 2:25-3:25 p.m., and the Saturday Academy, an academic enrichment program, was held from 8:00 a.m. to noon. School administrators reported that enrollment in the Extended Day Program was relatively consistent with school enrollment (see Table 7). Of the 551 student enrolled in Extended Day, 80% were minority and 14% were non-minority.

Although only 23% of the parents surveyed indicated that their child attended the Extended Day Program (item 15, Table 4), satisfaction with the program was high. The majority of parents believed the program gave proper supervision to students (item 16, 100%), that the program gave enough emphasis to academic activities (item 17, 97%) and parents overall, were satisfied with the program (item 18, 100%). Parents offered the following

Table 7

King Latin Grammar Magnet Middle School
Minority and Non-Minority Extended Day Enrollment
1991

	Saturday Academy		Afternoon Only		Total	
Group	N	%	N	%	N	%
Minority	84	88%	359	79%	443	80%
Non-Minority	11	12%	97	21%	108	20%
Total	95	100%	456	100%	551	100%

Note: Percentages are rounded to the nearest whole percent.
Source: School enrollment records, May 1991.

reasons for sending their child to the Extended Day Program (item 18): parent worked (7%); their child needed help (29%) and enrichment was provided (61%).

As shown in Table 6, among the fifty percent of students who participated in the Extended Day Program (items 20, 21, and 22), 77% participated because it helped them learn and improve their grades while, of the remaining students, 25% participated because of the extracurricular and fun activities.

Achievement

ITBS. The ITBS is a norm-referenced standardized achievement test designed to measure growth in fundamental skill areas of vocabulary, reading, language, writing, methods of study, and mathematics. The test is administered to students in Kindergarten through grade eight during the spring semester. The scores presented for this report are percentile ranks which were derived from mean grade equivalent scores. District scores for 1991, in reading, math and language, are presented for comparison purposes. The 50th percentile is the national norm.

As shown in Table 8, in 1991, across all subtests, KLG students performed below national and district norms, with the exception of sixth grade math. It is worth noting that district scores, across all subtests, were also below national norms. Gains in scores from 1990 to 1991 were reflected in all 9 ITBS subtests. In general, most gains were found in six grade reading (+ 5), math (+ 18) and language (+ 8); seventh grade math (+ 8); and eighth grade reading (+ 6); while the least gain was found in seventh grade language.

Table 8

King Latin Grammar Magnet Middle School
Iowa Tests of Basic Skills Reading, Math and Language
Percentile Ranks Based on Mean Grade Equivalents
Spring 1990, 1991

	Reading		Math		Language	
Grade	1990	1991	1990	1991	1990	1991
Group	District		District		District	
Sixth		33		34		39
Minority	22	26	19	35	27	35
Non-Minority	25	52	14	64	35	49
Total	23	28	19	37	28	36
Seventh		38		34		43
Minority	31	33	20	27	37	38
Non-Minority	71	51	1	42		42
Total	31	35	20	28	37	38
Eighth		39		34		44
Minority	31	36	24	24	34	37
Non-Minority	21	41	20	46	16	45
Total	31	37	24	27	34	38

Note: Percentile ranks are converted from grade equivalent scores.

Although both racial groups showed a similar pattern of gains from 1990, non-minorities gained at a greater rate. While minorities gained from 1 to 16 points in all subtests, except eighth grade math, non-minorities gained from 14 to 50 points in all subtests, excluding seventh grade reading and language. The greatest gain for both racial groups was found in sixth grade math, with a non-minority gain of 50 percentile points and a minority gain of 16 percentile points. In contrast, non-minorities scored anywhere from 4 to 29 points higher than minorities across all subtests.

Overall, from 1990 to 1991, KLG students consistently scored below district and national norms, while both racial groups achieved significant gains in scores, with the exception of seventh grade reading and language and eighth grade math.

MMAT. The MMAT, a battery of criterion-referenced achievement tests, were designed to evaluate the educational objectives developed by the Missouri Department of Elementary and Secondary Education. These tests were administered in the spring to grades 3, 6, 8 and 10. Table 9 reports sixth and eighth grade average scale scores in reading, mathematics, science and social studies. For comparison purposes, district and state scores are presented for 1990 and 1991. The *Missouri Mastery and Achievement Tests, Guide to Score Interpretation and Use,* (1990), reports that a difference of 25 or more scale points represents a meaningful difference when comparing groups of students.

For sixth grade students, average scale scores for all subtests were above the district average by 4 to 6 points. In contrast, scores for eighth grade students were 6 to 12 points below the district average, with the exception of social studies. There were, however, meaningful differences between KLG average scores for all subtests and those of the state, with KLG scores being significantly lower.

DRP. The DRP was developed to measure reading comprehension and was designed to be used as a diagnostic test to match appropriate instructional materials with the student's

Table 9

Missouri Mastery & Achievement Tests Average Scaled Score
King Latin Grammar Magnet Middle School
Spring 1991

Subtest	Grade 6			Grade 8		
Year	KLG	District	State	KLG	District	State
Reading/Language Arts						
1990-1991	231	225	296	266	272	318
Mathematics						
1990-1991	271	267	347	258	270	331
Science						
1990-1991	263	268	352	264	271	339
Social Studies/Civics						
1990-1991	262	257	330	259	259	315

reading level. DRP results for 1991 indicated that KLG students performed below the district norm and both KLG and the district scored below the national norm (see Table 10).

Summary and Recommendations

KLG has completed its first year of magnet school implementation. Overall, KLG enrolled 100% (682 students) of its program capacity (680 students). All grade levels were above the projected program capacity, with the exception of sixth grade. While KLG did not meet its racial composition goals, they increased their non-minority enrollment by 10 percentage points, from 4% in 1989-90 to 14% in 1990-91.

Strong parental commitment and participation in the educational process is a vital link to implementation of the Latin grammar theme. Prior to admission to KLG, parents and students must sign a contractual agreement to abide by the rules and policies of the school. Taken as a whole, parental commitment to the contractual agreement was low when participation at school functions and the monitoring of homework assignments was examined. Although school records indicated that less than one-fourth of KLG parents attended the last parent/teacher conference (21%) or the spring Open House program (22%), teachers reported

Table 10

Degrees of Reading Power Test
King Latin Grammar Magnet Middle School
Spring 1991

Grade	Mean Score		Percentile Score		
Year	KLG	District	KLG	District	National
Sixth					
1991 (N = 174)	49	51	21%	26%	50%
Seventh					
1991 (N = 147)	56	57	32%	35%	50%
Eighth					
1991 (N = 129)	58	60	29%	33%	50%

Note: Percentages are rounded to the nearest whole percent. Scores reported are at the instructional level.

that a little less than one-half of the parents were involved with the school (46%). A large number of teachers had met with most parents (71%). Parents, however, reported attendance rates at school functions much higher than did school attendance records. Over 50% of parents indicated that they attended the last Open House and parent/teacher conference, and most parents said they attended a SAC/PTA meeting.

In addition, although most parents were involved to some degree with helping their child with homework (88%) and with the reviewing and signing of homework (79%) the majority of their assistance was not on a daily basis. In contrast, classroom observations indicated that only 19% of the homework submitted by students bore signatures of their parents. Since homework assignments are given on a daily basis, the important point becomes: Is this level of involvement sufficient to achieve stated objectives of the contractual agreement? When considering all the indicators of parental commitment to the contractual agreement presented in this evaluation (homework, attending school functions, meeting with teachers) one-half to three-fourths of the parents indicated some level of involvement. This finding suggests that most parents are amiable to monitoring their child's academic progress and attending school functions. It will be important for school administrators to continue encouraging growth in parental involvement. Providing parents with incentives/recognition for abiding by the contractual agreement may facilitate parental involvement.

Although students indicated an extremely low preference for wearing uniforms (1%), 95% of all students were observed in the prescribed uniform. This evidence suggests that while they may not enjoy wearing uniforms, both parents and students have agreed to abide by the contractual agreement regarding uniforms. In contrast, however, the agreement to reimburse the school for lost or stolen property is a concern to school administrators. Based on estimates, KLG parents reimbursed the school for damaged or lost uniforms at the rate of 1%. Additional measures may be required to ensure compliance with the uniform policy. According to school administrators, it is expected that students, who enroll in school this fall, will return or reimburse the school for lost or damaged uniforms prior to receiving new uniforms.

Latin infusion by both regular teachers and Latin teachers was observed in classrooms 12% of the time. Eight Latin teachers provided students with approximately forty-five minutes of Latin instruction daily. To some degree, classroom teachers have integrated Roman, Greek and ethnic cultures into instruction. Evidence of theme-related displays were observed, but not in each classroom. As this is one of the least difficult methods of demonstrating the theme,

it is expected that physical evidence in classrooms, such as displays, will increase during the second year of implementation.

Classroom observations also revealed infusion of Latin grammar special features. It was interesting to note that students were using computers only 5% of the time, although KLG met the computer equipment requirements as defined in the *Long-Range Magnet Plan*. While school administrators reported they had adequate software and personnel, a positive indicator of implementation would be a greater utilization of computers in classrooms and laboratories.

Additional evidence of infusion of special features was found in writing and composition (25%), problem solving and critical thinking (16%) and to a limited degree, public speaking and memorization (.4%). However, features that need additional emphasis include required reading, public speaking and memorization, and computer literacy.

While the majority of students were satisfied with their teachers, only 31% felt their teachers challenged them to work hard, only 27% felt they were allowed additional time to make up homework and slightly more felt they received help from teachers when they had problems with school work (41%). To facilitate growth in achievement and learning, school administrators may wish to examine teacher/student interactions in the classroom.

Student perceptions about the environment suggest a potential concern. Teachers and parents rated the school environment fairly well. About 74% of parents and 59% of teachers felt that KLG provided a disciplined and structured school environment. In addition, 59% of the parents felt that their child was acting in a more disciplined way at school. In contrast, only 33% of students thought the school was safe and 13% thought their peers were well-behaved in class. If there were a serious concern for safety, it is likely that parent perceptions would have been less positive. Although, these findings are only a partial indicator of the quality of the school environment, it will be important that school administrators ensure improvements are addressed.

Overall, parents and teachers were satisfied with KLG and students were slightly less satisfied. Parents were making satisfactory progress toward compliance with the contractual agreement, indicated satisfaction with KLG, and 73% planned to send their child to KLG next school year. Teachers enjoyed teaching at KLG, had received the support they needed to do their job, teachers were effectively infusing Latin grammar special features, with the exception of public speaking and memorization, and required reading. In contrast, few students thought KLG was a good school and a small percent indicated a desire to return to school this fall.

However, based on preliminary fall enrollment data, school administrators reported that 95% of eligible students are scheduled to return to KLG this fall.

KLG's Extended Day Program provided students a choice of 15 classes including both enrichment and extracurricular activities, conducted four days a week and a Saturday enrichment program. While school administrators reported minority and non-minority enrollment figures consistent with that of the schools' enrollment, it was not clear if this apparent over representation of non-minority students was due to duplications or to discrepancies in reporting enrollment or actual participation. Given this finding, it appears that the Extended Day Program may be attracting representative numbers of students to KLG.

Apparently implementation of the theme had a positive impact on achievement. Teachers indicated that student achievement had improved and that students were making good academic progress because of the theme. Although additional progress in achievement scores are expected, students made progress toward increasing ITBS scores.

As a result of this formative evaluation, the following improvements are recommended.

1. Continue efforts toward encouraging parental involvement in the educational process. The potential contribution of strong parental involvement to the educational excellence of their child is well documented. Although parents made adequate progress toward compliance with the contractual agreement, additional measures may be required to maintain and increase participation. Traditionally, parents are invited to the school to receive or share information and participate in school functions. Seldom are parents the main attraction. School administrators may wish to explore with teachers and advisory groups methods of providing incentives to and recognition of parents who successfully abide by the contractual obligation.

2. Establish standards and criteria for infusion components. What percent of infusion is adequate to reach theme-related objectives? What are the indicators of infusion? Are expectations of infusion the same for administrators, teachers and evaluators? These issues can only be addressed by program and curriculum coordinators, administrators, teachers and advisory groups. Before an adequate judgement about the appropriate level of infusion can be made, specific objectives, including numerical targets, should be established and shared with staff.

3. Explore ways to improve uniform return and reimbursement rates. At the end of the school year a large volume of garments of all types were not returned and the school received minimal reimbursement for lost or damaged property. Apparently failure to adhere to the uniform policy has no visible consequence. Additional measures are recommended to assure compliance with the uniform policy.

4. Continue to utilize learning strategies that improve achievement. Although students at KLG made some progress toward ITBS achievement goals, less gains were reflected on the MMAT and DRP. Test-taking and mastery learning skills are just two strategies the school may need to consider. Mastery learning in basic skills areas is a special feature of the Latin grammar theme. As such, the influence of the objectives of the theme should become more apparent with each year of implementation.

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Appendix A
Latin Grammar Contractual Agreement

APPENDIX A

ENROLLMENT AGREEMENT FOR
KING, CARVER, GARFIELD, AND PINKERTON
LATIN GRAMMAR SCHOOLS

THIS AGREEMENT, made this _____ day of _____, 1991, by and between a KCMSD Latin Grammar School (i. e., King Latin Grammar Middle School, Pinkerton Elementary, Carver Elementary, or Garfield Elementary) and _____ (the Student) and

(Name of Student)

_____ (the Parent) of said Student
(Name of Parent/Guardian)

is to secure the commitment of the Student and his or her Parent to abide by the rules and policies established by the Administration and advisory bodies of the Latin Grammar Schools, District of Kansas City, Missouri (the School District), regarding the obligation of students enrolled in a Latin Grammar school in consideration of permitting the Student to enroll in and attend a Latin Grammar school.

SECTION 1. LATIN GRAMMAR school agrees to use its best efforts to:

1. Provide a structured learning environment in a traditional setting that promotes high student academic achievement and effective instruction.
2. Provide students with challenging instructional curricula that will enhance their intellectual, social, emotional, and physical development.
3. Emphasize personal responsibility, self-discipline, and self-respect through a strict disciplinary policy and focus on expectations for academic performance.
4. Increase students' oral and written communication skills through the study of Latin.
5. Respond to Parent concerns.
6. Involve students in the goal setting process through the establishment and maintenance of a student task force.
7. Attract and promote a geographically diverse student body.

SECTION 2. THE STUDENT agrees:

1. To maintain a level of academic performance that meets or surpasses standards as established by the Latin Grammar school.
2. To maintain a level of conduct in school that meets or surpasses standards as established
by the Latin Grammar school.
3. To be properly attired according to the uniform policy as established by the Latin Grammar school.
4. To observe all other established rules and policies as established by the Latin Grammar school.

SECTION 3. THE PARENT agrees:

1. To attend a mandatory conference at the end of the first grading period and at least one (1) other conference during the academic year to discuss his or her child's academic performance and behavior in school and to receive his or her child's report card. In addition, parents will attend two (2) to four (4) school functions during the year.
2. To ensure that his or her child completes all homework assignments as required and review and sign such homework assignments before returning it to school.
3. To ensure that his or her child is properly attired according to the uniform dress policy of the Latin Grammar schools.
4. To ensure that his or her child regularly attends school when in good health.
5. To ensure that his or her child regularly arrives at school at the designated time.
6. To ensure reports of absences, late arrivals, and early departures to school.
7. To reimburse the School District for books, uniforms, or other school property that his or her child loses or damages.
8. To participate and support the established activities, rules, and policies as required.

SECTION 4. CONSEQUENCES OF BREACH OF AGREEMENT:

If the Student or Parent fails to abide by this Agreement, the student's enrollment will be terminated. If the Student is a resident of the School District, he or she will be placed in another middle school operated by the School District. If the student is attending as an interdistrict transfer, he or she will be required to return to his or her home school district, or to seek schooling elsewhere. The Student may be permitted to reapply to a Latin Grammar school at a later time at the discretion of the Latin Grammar and the School District.

BY SIGNING BELOW, THE PARTIES ACKNOWLEDGE THAT THEY HAVE READ THIS AGREEMENT AND WILL BE BOUND BY ITS TERMS AND CONDITIONS.

Principal, on behalf of His/Her Latin Grammar School	Parent/Guardian Signature
Print Student's Name	Student Signature

Appendix B
Extended Day Classes and Activities

Appendix B

Extended Day Classes and Activities
King Latin Grammar Magnet Middle School
1990 - 1991

Morning Only	Days/Week	Afternoon Only	Days/Week
Saturday Academy	1	Tutoring	3
		Science	3
		Math	3
		Computers	3
		Drama	3
		Latin	3
		Spanish	3
		Girls Club	3
		Debate Forensics	3
		Instrumental Music	3
		Vocal Music	3
		Intramurals	3
		National Junior Honor Society	3
		Yearbook	3

Note: Classes were held Tuesday through Thursday 2:25 p.m. - 3:25 p.m.; Saturday Academy from 8:00 a.m. to noon.

The School District of Kansas City, Missouri